North Yorkshire Safeguarding Children Partnership

Selby Educational Trust Child Protection Policy

Updated September 2022

NOT PROTECTIVELY MARKED

Selby Educational Trust

Shaping Futures through Education

Selby Educational Trust Child Protection Policy

(based on the North Yorkshire Safeguarding Children Partnership Sample School/College Child Protection Policy)

Updated: September 2022

CEO: Ian Clennan
Safeguarding Trustee: Melanie Lawrence (Trained DSL)

Each trust school follows the local safeguarding policy / procedure. The Safeguarding Manual applies to all SET schools.

Policy Review dates

Date Approved by Trustees	Changes made	By whom	Date Shared with staff
October 2022	**Annual policy update by NYCC and the safeguarding partnership.**	**Ian Clennan**	**October 2022. New school and SET manual shared with all staff – October 2022**

Dates of Staff and Governor Training and details of course title and training provider

Trustees / Members
• **Annual reading of Keeping Children Safe in Education. October 2021** • **Agenda item on all board meetings** • **Monthly one minute guides shared with all trust staff**

NOT PROTECTIVELY MARKED

Key County Contacts	
North Yorkshire County Council Children & Families Service: Early Help Locality Telephone Numbers	
Early Help East Scarborough, Whitby, Ryedale	01609 534852
Early Help West Harrogate, Craven, Knaresborough, Ripon	01609 534842
Early Help Central Hambleton, Richmondshire, Selby	01609 534829
Professional Consultation Line	
When contacting the North Yorkshire Multi-Agency Screening Team (MAST) for a consultation you will be put through to a qualified social worker where your query will be discussed, with the child's details remaining anonymous. Professional's Consultation Line number is available between 10am and 4pm on 01609 535070	
Make a Referral to the Local Authority	
North Yorkshire Children and Families Service	01609 780780
Out of Hours	
Emergency Duty Team	01609 780780
For making a referral outside of North Yorkshire this online tool directs to the relevant local children's social care contact number.	
North Yorkshire Police	In an emergency call 999 For all non-emergencies call 101 (Ask for the Serious Crime Team in your area)
Safeguarding Unit	
Safeguarding Unit Manager	Emma Phillips
Designated Officers for Managing Allegations (LADOs)	
Duty LADO contact details (consultations, new referrals and urgent matters)	01609 533080 lado@northyorks.gov.uk
LADO Manager: Susan Crawford **LADO: Julie Kaye** **LADO: Andy Kenyon** **LADO: Marie Pettman**	
Business Support including CME Coordinator (Children Missing Education)	Safeguardingunit@northyorks.gov.uk 01609 533080
NYCC HUMAN RESOURCES	01609 798343 NYHR@northyorks.gov.uk
North Yorkshire Safeguarding Children Partnership	
NYSCP Business Unit	01609 535123 nyscp@northyorks.gov.uk www.safeguardingchildren.co.uk

1. Introduction and Aims

This policy applies to all adults, including volunteers, working in or on behalf of the school. It will provide a framework for staff to meet their statutory duties and to ensure consistency of good practice.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Keeping Children Safe in Education (KCSIE) DfE 2022

Safeguarding includes the establishment and implementation of procedures to protect children from deliberate harm, however, safeguarding also encompasses all aspects of pupils' health, and safety and well-being (see our School Child Protection Manual).

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's mental and physical health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes**.**

(Children includes everyone under the age of 18)

Our commitment

Selby Educational Trust is committed to ensuring the welfare and safety of all children in our school. We will protect and support our vulnerable children, children who need support through early help, children in need and children who have a child protection plan. All North Yorkshire schools, including Selby Educational Trust, follow the North Yorkshire Safeguarding Children Partnership procedures. Each school will, normally, endeavour to discuss all concerns with parents or carers about their child or children. However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Child Protection procedures and in line with Part 2 of KCSIE). The school will, of course, always aim to maintain a positive relationship with all parents. This school's child protection policy is available publicly via each school website and the Selby Educational Trust policy is on the trust website.

2. Trust Commitment and Values

Selby Educational Trust staff, Governors / Trustees/ Board Members and Volunteers are committed to safeguarding and promoting the Welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children are potentially at greater risk of harm (KCSIE para 167 onwards). We recognise that children who are abused may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils.

We will adopt a child-centred approach to our work, we will act in the best interests of our children and we will ensure that everyone is aware of their safeguarding responsibilities.

Multi-agency working in North Yorkshire

Our school works in partnership with the North Yorkshire Safeguarding Children Partnership (NYSCP). Our school has a pivotal role to play in multi-agency safeguarding arrangements NYSCP, and contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2018'.

The three statutory safeguarding partners (North Yorkshire County Council, Health, and Police) have made arrangements to allow all schools and colleges in the local area to be fully engaged, involved and included in the new safeguarding arrangements. As a named as a relevant agency we are under a statutory duty to co-operate with the published arrangements.

THE TRUST IS AWARE OF AND WILL ALWAYS ACT IN LINE WITH THE NYSCP POLICIES AND PROCEDURES AND PRACTICE GUIDANCE

3. Roles and Responsibilities

Trust Governance

The Trust Board / Local Governing Body have a strategic leadership responsibility for safeguarding and will comply with their duties under the legislation and guidance. They will facilitate a whole school approach to safeguarding and ensure that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development and that all systems, processes and policies operate with the best interests of the child at their heart.

The Trust Board / Local Governing Body is responsible for all aspects of the implementation, maintenance and review of this policy and will ensure that staff will receive appropriate levels of training and support to undertake their roles as outlined in this policy and that a log of their training is maintained. They will ensure that all safeguarding related policies and procedures are transparent, clear and easy to understand for staff, visitors, pupils, parents and carers.

The Trust Board / Local Governing Body ensures that all governors and trustees receive appropriate safeguarding and child protection training (including online) at induction that equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in our school are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated and a log of governor training is maintained.

The Trust Board / Local Governing Body ensures that the following:

- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- There is are effective child wellbeing and safeguarding policies in place including: this Child protection policy, a Behaviour policy, Children with health needs who cannot attend school policy, designated teacher for looked-after and previously looked-after children, Special educational needs and disability, Supporting pupils

with medical conditions policy, a staff behaviour policy/code of conduct, Safeguarding response to children who go missing from education policy, Whistleblowing policy, Safer recruitment policy, Policy on how long school registers will remain open, Online safety policy, Mobile and smart technology policy, Policy on employment of ex-offenders, Policy and procedures with regards to child on child abuse, Educational visits policy;

- These policies, along with Part One, Part Five and Annex B of KCSIE, and information on the role and identify of the DSL is provided to all staff on induction. A proportionate and risk-based approach will be taken to the level of information that is provided to temporary staff, volunteers, and contractors.
- Child Protection Files are maintained in line with Annex C of KCSIE;
- Appropriate Safer Recruitment Policies are in place in accordance with Part Three of KCSIE and are embedded and effective;
- The school holds more than one emergency contact number for each pupil (where reasonably possible);
- This child protection policy reflects the whole school approach to child-on-child abuse, including child-on-child sexual violence and sexual harassment, whether or not this has been reported;
- The child protection procedures are in accordance with government guidance and refer to the North Yorkshire multi-agency safeguarding arrangements;
- These procedures reference online safety and special educational needs and disabilities discretely;
- These procedures reflect serious violence guidance;
- The school has appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions;
- Staff safeguarding training (including online safety) is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning; and
- This policy is reviewed annually (as a minimum) and updated if needed, and available publicly either via the school and trust website.

Trust Board / Local Governing Body is aware that suicide is the leading cause of death in young people and that we play a vital role in helping to prevent young suicide.

Selby Educational Trust want to ensure that pupils and staff are safe from self-harm and as suicide-safe as possible, and that our members, trustees, governors, parents and carers, teaching staff, support staff, pupils and other key stakeholders are aware of our commitment to be a Self-Harm and Suicide-Safe trust.

The Trust Board / Local Governing Body understands the obligations under the Human Rights Act 1998 and the Equality Act 2010 (including the Public Sector Equality Duty) specifically those outlined in KCSIE para 83-93 and summarised below.

- Under the Human Rights Act they understand that it is unlawful for schools and colleges to act in a way that is incompatible with the convention. The specific convention rights applying to schools and colleges are:
    - Article 3: the right to freedom from inhuman and degrading treatment (an absolute right);
    - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity;

    - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, and
    - Protocol 1, Article 2: protects the right to education.
- Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach any or all of these rights, depending on the nature of the conduct and the circumstances Human Rights | Equality and Human Rights Commission
- Under the Equality Act they understand that:
    - they must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics);
    - they must carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race;
    - they can take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils or students with a particular protected characteristic in order to meet their specific need, this includes a duty to make reasonable adjustments for disabled children and young people, including those with long term conditions Equality Act 2010: advice for schools.
- Under the Public Sector Equality Duty they understand that:
    - this places a general duty on schools and colleges to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not;
    - the duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism;
    - the schools or colleges must be conscious of disproportionate vulnerabilities and will integrate this into our safeguarding policies and procedures Technical Guidance on the Public Sector.
- All staff should consistently respond to prejudice based incidents, hate incidents and hate crime and schools should record, analyse and respond to any emerging issues. All North Yorkshire Schools are encouraged to report any hate incidents and hate crime to North Yorkshire County Council using the online reporting tool where it will be shared with the multi-agency Inclusive Communities Working Group, in order to identify common themes and inform future approaches to tackling hate crime. Selby Educational Trust will report prejudice based incidents, hate incidents and hate crime as appropriate. Further supporting guidance for schools can be accessed here.

The Trust Board / Local Governing Body understands the obligations under the Data Protection Act 2018 and UK General Data Protection Regulation (UK GDPR), and the duty to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Trust Board / Local Governing Body recognise the importance of information sharing between practitioners and local agencies.

The Trust Board / Local Governing Body will ensure that relevant staff have due regard to relevant data protection principles to enable them share (and withhold) personal information, including:

- Being confident about the processing conditions for storing and sharing information for safeguarding purposes, including sensitive and personal information that should be treated as "special category personal data";
- Understanding that the "safeguarding of children and individuals at risk" is a processing condition that allows practitioners to share special category personal data. Information can be shared without consent where this is good reason to do so, to enhance the safeguarding of a child in a timely manner, if it is not possible to gain consents, or cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk of harm; it would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk; and
- Not providing pupils' personal data where the serious harm test under the legislation is met, for example where the child is in a refuge or another form of emergency accommodation.

The Trust Board / Local Governing Body recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis.

The Trust Board / Local Governing Body will ensure that the school or college contributes to multi-agency working in line with Working Together to Safeguard Children (2018)

The Trust Board / Local Governing Body understands their role within the local safeguarding arrangements, and the senior leadership team and DSLs are aware of and follow the local arrangements.

Trust Board / Local Governing Body understand their statutory duty to co-operate and will act in accordance with the arrangements published by the Safeguarding Partnership.

Trust Board / Local Governing Body will allow access to children's social care services from the host local authority, and where appropriate, a placing local authority, to conduct, or consider whether to conduct, a Section 17 (S17) or a Section 47 (S47) assessment.

The Trust Board / Local Governing Body understand that it is essential that children are safeguarded from potentially harmful and inappropriate online material. The Governing Body will do all they reasonably can to limit children's exposure to the above risks from the school's or college's IT system. The governing body will ensure the school has appropriate filters and monitoring systems in place.

The Trust Board / Local Governing Body will ensure that children are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some children with SEND might be needed.

The Trust Board / Local Governing Body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

The Headteacher/Principal

The Headteacher/Principal ensures that:

- The safeguarding related policies and procedures adopted by the Trust Board / Local Governing Body are fully implemented and followed by all staff, pupils and visitors;
- They liaise with the LADO and partner agencies in the event of allegations of abuse being made against a member of staff or volunteer other than themselves (this role sits with the chair of governors in the event of an allegation being made against themselves);
- They receive appropriate safeguarding and child protection training which is regularly updated;
- They promote a strong culture of safeguarding across the school.

Designated Safeguarding Lead (DSL) and our Deputies

The DSL role is set out in full in KCSIE 2022 Annex C. The DSL role is explicit in their job description. The role carries a significant level of responsibility and the Trust Board / Local Governing Body have ensured that they are a senior member of staff on the school's leadership team and that they take **lead responsibility** for safeguarding and child protection (including online safety).

The DSL has the appropriate status and authority within the school to carry out their duties. The DSL is given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The DSL and our Deputies will:

- **Manage referrals and refer cases:**
  - Of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
  - To the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
  - Where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
  - Where a crime may have been committed to the Police as required.

- **Work with others to:**
  - Act as a source of support, advice and expertise for all staff;
  - Act as a point of contact with the safeguarding partners. The DSL and our Deputies will liaise with safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018);
  - Liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under Section 47 (S47) of the Children Act 1989 and police investigations; and they will be aware of the requirement for children to have an Appropriate Adult PACE Code C 2019.

- Liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member when required;
  Liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for disability (SEND) in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college . This includes:
  - Ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - Supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

- **Share information and manage the child protection file**
  - The DSL is responsible for ensuring that child protection files are kept up to date. Information is be kept confidential and stored securely. Concerns and referrals are kept in a separate child protection file for each child.
  - Records are in line with Annex C of KCSIE and include:
    - A clear and comprehensive summary of the concern;
    - Details of how the concern was followed up and resolved;
    - A note of any action taken, including the timeframe for the follow up actions and who carried out these actions, the decisions reached and the outcome.
  - They will ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this is in line with information sharing advice as set out in Part one and Part two of KCSIE;
  - Where children leave the school, the DSL will ensure the child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. DSL will also ensure secure transit, and confirmation of receipt should be obtained. This will be transferred separately from the main pupil file;
  - In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school or college in advance of a child leaving; and

- The DSL understands the relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR

- **Raise Awareness by:**
  - Ensuring each member of staff has access to, and understands the school's child protection policy and procedures, especially new and part time staff;
  - Ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Trust Board / Local Governing Body and staff regarding this;
  - Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
  - Linking with the safeguarding partner arrangements to make sure staff are aware of training opportunities and the latest local policies on safeguarding arrangements; and
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children who have or have had a social worker, are experiencing with teachers and school and college leadership staff.

- **Ensure that they and our Deputies have the training, knowledge and skills to carry out the role**
  - The DSL and their deputies will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years. The DSL will undertake Prevent awareness training. Our Deputy DSL(s) is trained to the same standard as the DSL. The ultimate lead responsibility of the role however, will remain with the DSL and will not be delegated.
  - Training will provide them with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:
    - Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
    - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and are able to attend and contribute to these effectively when required to do so;
    - Understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
    - Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
    - are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;

- Understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation; and
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.

  - They will refresh their knowledge and skills by e-bulletins, meeting other DSLs, taking time to read and digest safeguarding developments and news such as those provided by the NYSCP (https://www.safeguardingchildren.co.uk/professionals/nyscp-e-bulletin/) and NSPCC) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

- **Provide Support to Staff**
  - The DSL and our Deputies will always be available during school hours for staff to discuss any safeguarding concerns. The headteacher will arrange adequate and appropriate cover for out of hour's activities;
  - The DSL and our Deputies will ensure that staff are supported during the referrals processes; and
  - The DSL and our Deputies will support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

- **Understand the views of children**
  - The DSL and our Deputies encourage a culture of listening to children and taking account of their wishes and feelings, among all staff and in any measures the school or college may put in place to protect them; and
  - The DSL and our Deputies understand the difficulty children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication, for example, where children may not feel ready or know how to tell someone they are being abused, exploited or neglected and / or where they may not recognise their experiences as harmful

The Designated Teacher

Each Selby Educational Trust school has appointed a designated teacher who works with the Local Authority to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher has the appropriate training and the relevant qualifications and experience.

The **Designated Teacher** works with the **Virtual School Head**, who manages pupil premium plus for looked after children. The designated teacher works with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education

plan. The designated teacher works with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

Roles and Responsibilities of All School Leaders, Staff and Volunteers

It is essential that everybody working at our school understands their safeguarding responsibilities. Staff will read at least Part one and Part five of KCSIE 2022 (or Annex A, if appropriate) and Annex B of KCSIE 2022. Staff confirm that they have received, read and understood the school safeguarding policies and procedures and these records are maintained.

All School staff:

- Know the systems in school which support safeguarding and these are explained to them as part of staff induction. This includes the:
    - Child protection policy, which should amongst other things also include the policy and procedures to deal with child on child abuse;
    - Behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
    - Staff behaviour policy/code of conduct;
    - Safeguarding response to children who go missing from education; and
    - Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and our deputies).
- Are aware of their local early help process and understand their role in it;
- Are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (S17) and section 47 (S47) that may follow a referral, along with the role they might be expected to play in such assessments;
- Know what to do if a child tells them he/she is being abused, exploited or neglected;
- Know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL and children's social care. Staff never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child;
- Are be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim is never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor is a victim ever be made to feel ashamed for making a report;
- Are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. This will not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. Staff will always determine how best to build trusted relationships with children and young people which facilitate communication;
- Understand that they have a responsibility to provide a safe environment in which children can learn;
- Are prepared to identify children who may benefit from early help; and
- **Staff understand that where a child is suffering, or is likely to suffer from harm, it is important that a referral to local authority children's social care (and if appropriate the police) is made immediately.**

4. Safeguarding Children and Young People

Multi–agency working

- Selby Educational Trust has a duty alongside the safeguarding partners to work together to safeguard and promote the welfare of children. We will be fully engaged and involved in safeguarding arrangements;
- We understand and will follow the processes for early help assessments and the criteria, including level of need, for when cases should be referred for assessment and for statutory services under S47 and S17;
- We understand and will follow the procedures and processes for cases relating to exploitation of children, children managed in the youth secure estate and disabled children; and
- Selby Educational Trust will work with social care, the police health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

Information Sharing

- Selby Educational Trust recognises that information sharing is vital in identifying and tackling all forms of abuse and neglect, in promoting children's welfare, including educational outcomes. We understand our powers to share, hold and use information for these purposed;
- We understand that The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about the sharing of information will not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children;
- Arrangements are in place to set out the processes and principles for sharing information within the school, with children's social care, safeguarding partners and other organisations, agencies and practitioners as required; and
- Selby Educational Trust is proactive in sharing information as early as possible to help identify, asses and respond to risks or concerns about the safety and welfare of children.

Staff Training

- All staff will undergo safeguarding and child protection training (including online safety) at induction. The training will be regularly updated. Induction and training will be in line with any advice from the safeguarding partners;
- Staff receive appropriate safeguarding and child protection training (including online safety) at induction and a record of this is maintained. The training will be regularly updated. In addition, all staff receive safeguarding and child protection (including online safety) updates as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- Opportunity will be provided for staff to contribute to and shape safeguarding arrangements and the child protection policy;
- The Trust Board / Local Governing Body has regard to the Teachers' Standards which set out the expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

Opportunities to teach safeguarding

- Selby Educational Trust schools will teach about safeguarding, including online safety, and it is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities;
- Safeguarding will be considered as part of providing a broad and balanced curriculum, including covering relevant issues for schools through Relationships Education (for all primary pupils) and Health Education;
- Relevant topics will be included within Relationships Education (for all primary pupils), and Health Education. In teaching these subjects schools will have regard to the statutory guidance;
- We recognise that school plays a crucial role in preventative education, in the context of a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. We have a clear set of values and standards, these are upheld and demonstrated throughout all aspects of school life. They are underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Our programme is fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities);
- Where we invite external organisations and / or visitors to enrich our safeguarding curriculum, we ensure that we review the educational value and age appropriateness of what they will deliver; and,
- Our programme tackles the following issues (at an age appropriate stage):
    - healthy and respectful relationships
    - boundaries and consent
    - stereotyping, prejudice and equality
    - body confidence and self-esteem
    - how to recognise an abusive relationship, including coercive and controlling behaviour
    - the concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and
    - what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online Safety

- Selby Educational Trust has an effective whole school approach to online safety to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate;
- Selby Educational Trust understands that online safety can be categorised into the four areas of risk outlined in para 135 of KCSIE; and
- Selby Educational Trust has online safety as a running and interrelated theme whilst devising and implementing the whole school approach to safeguarding and related policies and procedures. We consider how online safety is reflected in all relevant policies and consider online safety whilst planning the curriculum, any teacher

training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

Use of Mobile/Smart Technology Policy and Remote Working

- Selby Educational Trust has a clear policy on the use of mobile and smart technology, including smart watches. We understand that access means some children, whilst at school, sexually harass their peers via their mobile and smart technology, share indecent images consensually and non-consensually (often via large chat groups) and view and share pornography and other harmful content. We carefully consider how this is managed on our premises and reflect this in our mobile and smart technology policy and our child protection policy;
- Where children are being asked to learn online at home the schools will use the information provided by DfE, NSPCC and PSHE Association to do so safely; and
- Our regular communications with parents and carers will be used to reinforce the importance of children being safe online and we will help them understand what systems school is using to filter and monitor online use. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Information Security, Filters, Access and Monitoring

- Selby Educational Trust has appropriate filters and monitoring to reasonably limit exposure to risks from the school's or college's IT system. In applying appropriate controls Selby Educational Trust considers the age range of their children, the number of children, how often they access the IT system and the proportionality of costs vs safeguarding risks;
- The appropriateness of any filters and monitoring systems will be informed in part, by the risk assessment required by the Prevent Duty;
- The Trust Board / Local Governing Body understands that whilst it is essential that they ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding;
- The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified;
- Selby Educational Trust will apply the appropriate level of security protection and procedures in place, in order to safeguard our systems, staff and children. These arrangements will be reviewed periodically to ensure their effectiveness and to keep up-to-date with evolving cyber-crime technologies: and
- Selby Educational Trust will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks their children face.

Inspection

- The Trust Board / Local Governing Body is aware of the Ofsted Education Inspection Framework and the guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

Safeguarding Concerns or Allegations about staff members

- Selby Educational Trust has procedures in place to manage **any** safeguarding concerns (no matter how small), and allegations that **do not** meet the harm

threshold against staff (including supply staff and volunteers and contractors). These are known as **Low Level Concerns** will be addressed as set out in Section two of Part four of KCSIE and in line with NYSCP procedures;

- Concerns and allegations that **may** meet the harm threshold will be addressed as set out in Section one of Part four of KCSIE and in line with NYSCP procedures;
- There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. The Trust Board / Local Governing Body aware that this is a legal duty and failure to refer when the criteria are met is a criminal offence. Where the school dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State.

Child on child abuse

- All staff recognise that children are capable of abusing their peers (including online);
- All staff are clear about our policy and procedures with regard to child on child abuse;
- This Child Protection Policy identifies and links to:
  - Procedures to minimise the risk of child on child abuse;
  - The systems in place for children to confidently report abuse, knowing their concerns will be treated seriously which are well promoted, easily understood and easily accessible
  - How allegations of child on child abuse will be recorded, investigated and dealt with;
  - Clear processes as to how victims, perpetrators and any other children affected by child on child abuse will be supported;
  - A recognition that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported;
  - A statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;
  - Recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child on child abuse is unacceptable and will be taken seriously; and
- This child protection policy identifies the different forms child on child abuse can take, such as:
  - Bullying (including cyberbullying, prejudice-based and discriminatory bullying);
  - abuse in intimate personal relationships between peers;
  - Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
  - sexual violence and sexual harassment
  - Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery): the policy includes the school or college’s approach to it.
  - Consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive but children still need to know it is illegal, whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nude and semi-nude images and videos.

- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
- Initiation/hazing type violence and rituals; and
- The different forms child on child abuse can take, such as those listed in the previous bullet point.

The use of 'reasonable force'

- We are aware that there are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children. 'Reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom;
- The school does not have a 'no contact' policy as this can leave staff unable to fully support and protect their pupils and students. The school adopts policies, which allow and support the staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances; and
- We understand the risks presented by incidents involving children with Special Educational Needs or Disabilities (SEND), mental health or with medical condition and recognise the additional vulnerability of these groups. We consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty and makes reasonable adjustments, and by planning positive and proactive behaviour support, seeks to reduce the occurrence of challenging behaviour and the need to use reasonable force.

Use of school or college premises for non-school/college activities

- Where we hire or rent out school facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we will ensure that appropriate arrangements are in place to keep children safe; and
- When services or activities are provided by the school, under the direct supervision or management of our school staff, our arrangements for child protection will apply. However, where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We will apply this regardless of whether or not the children who attend any of these services or activities are children on our school roll or attend our college. We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this will lead to termination of the agreement.

Alternative provision

- Selby Educational Trust recognises that the cohort of pupils in Alternative Provision often have complex needs and we are aware of the additional risk of harm that their pupils may be vulnerable too. We will have regard for DfE statutory guidance for commissioners of Alternative Provision.

Children potentially at greater risk of harm

- Selby Educational Trust understand that whilst all children should be protected, it also recognises that some groups of children are potentially at greater risk of harm for example children who need a social worker. Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health;
- The Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information to make decisions in the best interests of the child's safety, welfare and educational outcomes; and
- Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children missing from education

- We understand that children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation – particularly county lines. We will respond to children missing from education, support identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker, where going missing from education may increase known safeguarding risks within the family or in the community.

Elective Home Education (EHE)

- We recognise that many home educated children have an overwhelmingly positive learning experience and expect the parents' decision to home educate be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs; and
- We will inform the Local Authority of all deletions from their admission register when a child is taken off roll and will work with key professionals work to coordinate a meeting with parents/carers where possible. Ideally, this will be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has special educational need or a disability, and/or has a social worker and / or is otherwise vulnerable.

Children requiring mental health support

- We recognise that the school has an important role to play in supporting the mental health and wellbeing of their pupils and recognise that Mental Health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation;
- We will ensure that clear systems and processes are in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems and there is an integrated, whole school approach to social and emotional wellbeing, which is tailored to the needs of our pupils: and
- Selby Educational Trust has a senior mental health lead, they are supported in their role and have access senior mental health leads' training.

Looked after children and previously looked after children

- We will ensure that staff have the skills, knowledge and understanding to keep looked after children safe and they understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We will ensure that staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Staff also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL has the details of the child's social worker and the name of the virtual school head in the authority that looks after the child;
- Staff are aware that a previously looked after child potentially remains vulnerable and have the skills, knowledge and understanding to keep previously looked after children safe; and
- **The designated teacher** works with the **virtual school head.** The designated teacher works with the virtual school head to promote the educational achievement of registered pupils who are looked after, who have left care through adoption, special guardianship, or child arrangement orders, or were adopted from state care outside England and Wales. The designated teacher works with the virtual school head to discuss how pupil premium funding can be best used to support the progress of looked after children in the school to meet the needs identified in the child's personal education plan.

Care leavers

- The DSL has details of the Local Authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with Special Educational Needs or Disabilities (SEND) or certain health issues

- Selby Educational Trust ensures that the Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These can include:
    - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
    - These children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;

    - The potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
    - Communication barriers and difficulties in managing or reporting these challenges; and
    - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in the school or the consequences of doing so.
- There will be close liaison between the DSL and the SENCO/the named person with oversight for SEND where there are any reports of abuse involving children with SEND; and
- We ensure that the Child Protection Policy reflects and addresses these additional challenges, and the school or college considers extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children who are lesbian, gay, bi, or trans (LGBT)

- The Trust Board / Local Governing Body understands the fact that a child or a young person who may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT;
- We understand that the risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff; and
- LGBT inclusion is part of our statutory Relationships Education, Relationship and Sex Education and Health Education curriculum.

5. Identifying children and young people who are suffering or likely to suffer significant harm and ensuring early help

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, pupils, parents and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or school staff being alerted to concerns.

The definitions we use in our school to define abuse and neglect are exemplified in KCSIE para 26-30.

Our staff are trained to have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and/or alcohol misuse, deliberately missing education, serious violence (including that linked to county lines), radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Staff are trained on all issues outlined in KCSIE para 32-48 and contained within KCSIE Annex B.

All staff have an understanding of **Early Help.** Any child may benefit from early help, but all school and college staff are particularly alert to the potential need for early help for any children identified in para 20 of KCSIE.

Our requirements of staff are aligned to para 21-24 of KCSIE, to ensure that;

- All staff have an understanding of Abuse and Neglect ;
- All our staff are aware of indicators of abuse and neglect to assist in the early identification of abuse and neglect and staff are able to identify cases of children who may be in need of help or protection;
- Staff are aware that harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others, for example, all forms of domestic abuse.
- If staff are unsure, they always speak to the designated safeguarding lead, or deputy;
- All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their designated safeguarding lead (or deputy);
- All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, sexual abuse, serious youth violence and county lines; and
- All staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they always speak to the designated safeguarding lead (or deputy).

6. Procedures

Taking action to ensure that children are safe at school and at home

All staff and volunteers follow the NYSCP Child Protection Procedures and Practice Guidance which are consistent with Keeping Children Safe in Education; Working Together to Safeguard Children 2018 and What To Do If You Are Worried A Child is Being Abused 2015.

Extra Familial Harm – (Contextual Safeguarding)

All staff should be aware that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. **All** staff, but especially the DSL and our deputies should consider whether children are at risk of abuse or exploitation in situations outside their families. It is important that schools provide as much information as possible so that assessments can consider any harm in contexts outside the home. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse

(including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse),, criminal exploitation, sexual abuse, serious youth violence and County Lines.

Staff should recognise that children with SEN, disabilities and certain health conditions can face additional safeguarding challenges. They must not assume that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration. They must remain alert to the fact that children with SEN, disabilities and certain health conditions can be more prone to peer group isolation and disproportionally impacted by behaviours such as bullying, without outwardly showing any signs and may have communication barriers and difficulties overcoming these barriers.

It is ***not*** the responsibility of the school staff to investigate or determine the truth of any disclosure or allegation of abuse or neglect. This includes allegations of peer abuse. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns indicating possible abuse or neglect will be recorded and discussed with the DSL (or in their absence with the person who deputises) prior to any discussion with parents.

Safeguarding issues

All staff should be aware of how the school manages and supports issues of Child on child Abuse, Sexual Harassment, Online Sexual Abuse and Sexual Violence – (See School Practice Guidance)

Other safeguarding issues all staff should be aware of include:

- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE) (See School Child Protection Manual Practice Guidance/Child Sexual Exploitation (CSE) and Child Criminal Exploitation);
- Domestic abuse (See School Child Protection Manual Practice Guidance/Domestic Abuse);
- Female Genital Mutilation (FGM) – See NYSCP Female Genital Mutilation (FGM) One Minute Guide;
- Child on Child Abuse (see School Child Protection Manual Practice Guidance - Child on Child Abuse Including Sexual Violence And Sexual Harassment);
- Serious violence (See School Child Protection Manual Practice Guidance/Child on child abuse / child on child abuse including sexual violence and sexual harassment); and
- Mental Health (to be included).

a) Staff must immediately report:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;

- Any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- Any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
  Any concerns related to serious crime, including knife crime;
- Any concerns relating to child on child (child on child) abuse;
- Any concerns relating to youth produced sexual imagery (sexting); and
- Any concerns relating to a child's engagement with extremist groups or ideologies.

b) Responding to Disclosure

All staff maintain and attitude of "**it could happen here**" and will always act in the **best** interests of the child.

Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.
Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL and make a contemporaneous record. If in doubt about recording requirements staff should discuss with the DSL.

c) Principles

Staff will **not** investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of school staff;
- Clarify the information;
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?';
- Not ask leading questions;
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgements regarding any person alleged to have harmed the child;
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- Reassure and support the person as far as possible;
- Explain that only those who 'need to know' will be told; and
- Explain what will happen next and that the person will be involved as appropriate and be informed of what action is to be taken.

d) Action by the DSL (or Deputy DSL in their absence)

The following actions will be taken where there are concerns about significant harm to any child, including where there is already an open case to Children's Social Care, (e.g. Looked after Child).

Following any information raising concern, the DSL will consider:

- If they believe there is immediate risk of significant harm to a child and therefore should contact North Yorkshire Police on 999;
- If they should report a crime that does not need an emergency response by calling 101;
- If there is an urgent safeguarding concern and they should call the Customer Resolution Centre on 01609 780780;
- Any urgent medical needs of the child;
- Whether to make an enquiry to the Customer Resolution Centre 01609 780780 to establish if the child is or has been subject of a Child Protection Plan;
- Discussing the matter with other agencies involved with the family;
- Consulting with appropriate persons; and
- The child's wishes and any fears or concerns they may have.

Then decide:

- Wherever possible, to talk to parents, unless to do so may place a child at risk of significant;
- Whether to make a referral to statutory services as the child may be in need or because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;
  OR
- Not to make a referral at this stage;
- If further monitoring is necessary and if so what this will look like: and
- If it would be appropriate to undertake an early help assessment and/or make a referral for other services.

Consent

It is good practice that agencies work in partnership with parents and carers and they are informed of your concerns with consent obtained for referrals. Consent is always required for referrals to services such as Prevention Service, without it, the services available to the family may be limited.

Consent is not required should you believe informing the parents or carers would place a child at significant risk of harm. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk.

Where consent has not been obtained, and professionals feel that a referral is still warranted, they should submit a referral detailing their actions and inform parent and carers of their actions. In cases of suspected Child Sexual Abuse in the family and Fabricated or Induced Illness it is best practice NOT to inform the family of the referral.

All information and actions taken, including the reasons for any decisions made, will be fully documented.

All referrals to Children and Families Service will be made by submitting a universal referral form or the Early Help Assessment form, if this has been completed**. For more information see the NYSCP website "Worried about a child".**

e) Action following a child protection referral

It is the responsibility of all staff to safeguard children. It is the role of the DSL (or appropriately trained Deputy DSL) to attend multi-agency meetings and provide reports for these. Other staff in school, however, may be asked to contribute.

The DSL will:

- Make regular contact with Children's Social Care;
- Contribute to the Strategy Discussion and all assessments;
- Provide a report for, attend and contribute to any subsequent Child Protection Conference;
- Contribute to the Child Protection Plan and attend Core Group Meetings and Review Child Protection Conferences;
- Where possible, share all reports with parents prior to meetings;
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, follow the NYSCP procedures;
- Where there is significant information in respect of a child subject to a Child Protection Plan, **immediately** inform the key worker or their manager in Children's Social Care e.g. any significant changes or concerns, departures from the CP plan, child moves/goes missing/is removed from school or fails to attend school.

f) Recording and monitoring

School will record:

- Information about the child: name (aka) address, dob., those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from school, any court orders, if a child is or has been subject to a CP Plan;
- Key contacts in other agencies including GP details:
- Any disclosures/accounts from child or others, including parents (and keep original notes);
- Significant contacts with carers/other agencies/professionals;
- All concerns, discussions, decisions, agreements made and actions taken and the reasons for these (dated, timed and signed, to include the name and agency/title of the person responsible/ spoken to), the plan to protect the child and arrangements for monitoring/review.

All records should be objective and include:

- Statements, facts and observable things (what was seen/heard);
- Relevant diagrams indicating position, size and colour of any injuries (not photographs);
- Words child uses, (not translated into 'proper' words);
- Non-verbal behaviours;
- A clear and comprehensive summary of the concern;
- Details of how the concern was followed up and resolved;
- A note of any action taken, decisions reached and the outcome.

All sensitive and CP records are held securely, kept confidential and are only accessible to those who need to know.

If in any doubt about sharing information staff should speak to the DSL.

School will monitor:

- Any cause for concern including where there could be serious child welfare concerns for example:
  - Injuries/marks;
  - Attendance;
  - Changes e.g. mood/ academic functioning;
  - Relationships;
  - Language;
  - Behaviour;
  - Demeanour and appearance;
  - Statements, comments;
  - Medicals;
  - Stories, 'news', drawings;
  - Response to P.E./Sport;
  - Family circumstances;
  - Parental behaviour/ care of child; and
  - Online activity.

The DSL will review all monitoring arrangements in the timescale and manner determined by circumstances, recorded and clearly understood by all concerned.

g) Supporting the Child and Partnership with Parents and Carers

- School recognises that the child's welfare is paramount, however good child protection practice and outcome relies on a positive, open and honest working partnership with parents and carers;
- Whilst we may, on occasion, need to make referrals without consultation with parents and carers, we will make every effort to maintain a positive and supportive working relationship with them whilst fulfilling our duties to protect any child;
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why;
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child, parents and carers. The DSL will determine which members of staff 'need to know' personal information and what they 'need to know' for the purpose of supporting and protecting the children.

7. Policy References

The policy updates the sample policy issued in 2021 and is in line with:

- The Education Act 2002 (sections 157 / 175)
- Section 157 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to the proprietors of independent schools,

including academies and city technology colleges

- Sections 175 of the Education Act 2002 and Education (Independent School Standards) Regulations 2014 applies to local education authorities and the governors of maintained schools and Further Education Colleges
- North Yorkshire Safeguarding Children Partnership (NYSCP) Safeguarding Procedures and Practice Guidance
- *Working Together To Safeguard Children* HM Government 2018
- *Keeping Children Safe in Education* (KCSIE) DfE 2022
- School's duty under the Children Act 2004, to co-operate with other organisations and agencies.
- *What To Do If You Are Worried A Child is Being Abused* 2015
- Recommendations from national and local Serious Case Reviews
  Statutory framework for the early years foundation stage (publishing.service.gov.uk)
- *Sexual Violence and sexual harassment between children in schools and colleges DfE 2021*
- *DfE guidance relating to COVID19*
  https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers
- *Sections 26 & 29 of the Counter Terrorism Act 2015*
- *Sections 1 and 5B of the Female Genital Mutilation Act 2003 & Section 70 of the Serious Crime Act 2015*
- *Section 3 of the Domestic Abuse Act 2021*
- SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)